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Identification of the Criteria to be Used in Evaluation of Athletic Programs in the Elkhorn Public Schools

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IDENTIFICATION OF THE CRITERIA TO BE USED IN
EVALUATION OF ATHLETIC PROGRAMS IN THE ELKHORN PUBLIC SCHOOLS

Presented to the

Graduate Faculty
University of Nebraska
at Omaha

In Partial Fulfillment
of the Requirements for the Degree
Specialist in Education

University of Nebraska at Omaha

by

Larry L. Dlugosh

July, 1978

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PROPOSAL
FIELD PROJECT ACCEPTANCE

Accepted for the Graduate Faculty, University of Nebraska, in partial fulfillment of the requirements for the degree Specialist in Education, University of Nebraska at Omaha.

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TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION.	1
STATEMENT OF THE PROBLEM.	6
PROCEDURE	6
SIGNIFICANCE OF THE STUDY	7
II. REVIEW OF LITERATURE.	8
SUMMARY AND CONCLUSIONS FROM THE REVIEW OF LITERATURE.	14
III. DISPLAY OF DATA	15
QUESTIONNAIRE RESPONSE TABULATIONS.	17
IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	24
CONCLUDING STATEMENT.	25
RECOMMENDATIONS	25
 APPENDIXES	
A. LETTER TO SELECTED NEBRASKA HIGH SCHOOL PRINCIPALS AND ATHLETIC DIRECTORS.	27
B. QUESTIONNAIRE	28
C. LIST OF FIGURES	31
D. LIST OF TABLES.	32
 BIBLIOGRAPHY.	33

Chapter I

Introduction

It is not sheer coincidence that in a world divided by differing political ideologies and struggles for power, sport remains one of the few bridges between man as man. In sport, the accident of birth, race, creed or station is transcended by performance alone. Sport speaks a universal language of movement and morality recognized in every culture.¹ School yearbooks, athletic association reports, and television rating polls redundantly confirm that Americans are deeply interested in and supportive of athletic programs. At the high school level, almost four million boys and eight hundred thousand girls participate in athletic programs. An estimated one hundred million spectators attend high school basketball games annually.²

Athletics has been a means for meeting secondary school objectives. As far back as 1911 the Commission on the Reorganization of Secondary Education reported on the seven main objectives of education. Among these objectives, later to be called the "Seven Cardinal Principles", were two which spoke to health and worthy use of leisure time.³

¹Jack Daugherty, "Athletics: Let's Accentuate the Positive", The Phi Delta Kappan, October, 1974, p. 137.

²Charles R. Kinker, "The Values of Athletics in Schools: A Continuing Debate", The Phi Delta Kappan, October, 1974, p. 116.

³Robert G. Potter, The Stream of American Education, American Book Co., New York, 1967, p. 378.

In 1954 the late Educational Policies Commission concluded that participation in sound athletic programs contribute to health and happiness, physical skill and emotional maturity, social competence and moral values. The commission averred that competition and cooperation are important components of American life and that athletics can teach both, with "fair play" as a bonus.⁴

Among the fastest growing subjects to be "nationalized" after World War I was physical education. The problem regarding the physical fitness of Americans was due primarily to public concern over the number of draftees rejected for military service on physical grounds.⁵ The pressure on the schools to promote and upgrade health and physical education programs led to a variety of expanded athletic programs which placed the emphasis on winning and created the "age of the spectator". The social aspects of the educational program centered around the extra-curricular offerings, more specifically, inter-scholastic athletics. In the 1930's and 1940's, criticism was voiced regarding the over-emphasis of the athletic program to the detriment of the "watchers"⁶. In other words, intramural athletics and other activities were sidelined to give football and basketball stars the undivided attention of several of the highest paid members of the faculty, the coaches.

⁴Darrel Crase, "The Continuing Crises in Athletics".
The Phi Delta Kappan, October, 1974, p. 99.

⁵Crase, Op. Cit., p. 100.

⁶Ibid, p. 100.

Many prominent Americans, including Presidents, Supreme Court Justices, Congressmen and University Presidents have extolled the virtue of athletics. John Loy, a sociologist, summarized the dimensions of athletics by stating, "The ubiquitous presence of sport cross-nationally and cross-culturally strongly attests to the fact that modern man is deeply engrossed in sports as an actual or vicarious, voluntary or conscripted, participant. Moreover, the constant inclusion of sport in various institutional sectors such as economics, education, politics and religion shows that it permeates and affects many aspects of man's daily life".⁷

In addition to the praises and criticisms of the public, athletics are faced with a real economic crisis. The past several years have seen the athletic programs of Toledo, Ohio and San Francisco, California eliminated because of the lack of funds. At a time when educational budgets are shrinking and school curricula are being revised or eliminated, the educational significance, values, and positive worth of high school athletic programs can no longer be assumed, as in the past, but must be proven and substantiated through extensive, objective, open, and honest evaluation programs.

The debate over the worth of athletic programs and their value in American high schools will undoubtedly continue but it seems reasonable to expect high school administrators and athletic directors to become familiar with methods of assessing the worth, value and significance of these programs. If they do not accept the responsibility of

⁷ John W. Loy, in a foreword to John F. Rooney's A Geography of American Sport, Addison-Wesley, 1974.

objectively evaluating these programs, the public will continue to evaluate the success and worth of athletic programs on the win-loss record only.

Elkhorn Public schools is a rapidly growing school district in the metropolitan Omaha area. During the 1976-77 school year, enrollment increased by 36% over the previous year. People from both the East and West Coast regions are moving to the Omaha area and settling in the attractive suburban Elkhorn School District. New demands are being placed on school board officials and school administrators for increased curricular offerings and enlarging the extra-curricular programs to include more sports and clubs.

While the Elkhorn Board of Education and supervisory staff uses a process to help evaluate the effectiveness of courses being offered to students, no such process exists for the athletic program. In as much as enrollments are expected to increase at a steady rate of 10% to 12% per year for the next 10 years, and the athletic program is also expected to expand, program evaluation is needed in athletics.

There are numerous ways for an athletic program to be evaluated. These include:

1. Win-loss record - A look at the record of victories and defeats a particular team has experienced over a given time period. More wins than losses equals success.
2. Extensiveness of Program Offerings - This theory would have us examine the number and variety of sports available for student participation. Not only inter-scholastic but intramural

offerings as well, would be considered the mark of a successful athletic program.

3. Participation rate - The number of students participating in athletic programs may provide a key to the measure of its worth. The higher the rate of participation, the better the program?
4. Scholarships - The number of "sought-after" athletes from a particular school or sport within a program could indicate the success of that program.
5. Comparing objectives to outcomes - A well organized athletic program may have established goals and objectives. There is a good possibility these objectives might be measured to determine whether or not the program is meeting with success.

A model is needed to promote wholesome participation through intra-mural and inter-scholastic athletics. The present structures may need to be modified so that athletics can be self-initiated, fun-oriented and school-controlled. Monies could be allocated by need rather than by win-loss record and girls could be assured of equal opportunities.⁸

⁸Cruse, Op.Cit., p. 100.

Statement of the Problem

The purpose of this study was to develop criteria for the evaluation of an interscholastic Athletic Program in the Elkhorn, Nebraska Public School District. The following questions were considered as major elements:

- A. What are the values of athletics?
- B. What items should be included in the evaluation of an athletic program?
- C. Who should evaluate the athletic program?
- D. How often should the athletic program be evaluated?

Procedure

1. A review of the literature related to the broad area of program evaluation was conducted to identify alternative criteria for use in evaluating athletic programs.

2. A survey of selected Nebraska high school principals and athletic directors was conducted for the purpose of validating the criteria selected by the investigator.

3. An instrument was designed to display the selected criteria so that the principals and athletic directors would be able to rank which criteria they felt were most important in light of the four questions presented in the statement of the problem.

4. The end result was the establishment of criteria suitable for the evaluation of the athletic programs in the Elkhorn Public School District.

Significance of the Study

This study was presented to the Board of Education, the school administration, and the coaching staff of the Elkhorn, Nebraska, Public School District to aid in the development of a program to evaluate the high school athletic programs.

Chapter II

Review of Literature

Evaluation, the act of examining or judging the worth, quality, significance or condition of anything, was a new idea for educators in the 1960's according to Brandt in an interview with Dan Stufflebeam.¹ Since educators were relatively new to this process, two main models developed: the experimental design approach and the accreditation approach. It was found that neither approaches worked satisfactorily; the experimental design approach because theories didn't always hold up in the real world and the accreditation approach because too much was left to the judgement of outside evaluators visiting a program for a short time.

"If we are serious about evaluating for improvement purposes", writes Brandt, "we need to identify our goals and purposes, identify the kinds of decisions that need to be made, and then formulate and utilize evaluation procedures that make sense."²

Sometimes too much information, or the wrong information is gathered and it cannot be put into any useful form for the audience of the evaluation. Rubin³ says many times audiences simply want information about what goes on in a program and evaluators give them charts, graphs and scales.

¹ Ronald Brandt, On evaluation: and interview with Daniel L. Stufflebeam, Educational Leadership, Vol. 35/No. 4, January, 1978.

² Op. Cit.

³ Louis Rubin, ed. Curriculum Handbook: Administration and Theory, Allyn and Bacon, Inc., 1977, pp. 359-374.

Gephart⁴ believes different levels of decision-makers need different evaluation information.

In reviewing articles regarding the analysis and evaluation of educational programs one thing stands out clearly: the process must be systematic and as complete as possible (look at all aspects of the program being evaluated). That is to say, we need to take an objective view of the stated goals of a program, to see if what is in practice compares with the theory and we need to look at the effect the program has on its clients: in the case of schools, the student. As Hunt⁵ states, "Evaluation used as a tool to collect legitimate information on a regular basis, objectively examine the data and then use the results to optimize program potential is the goal sought after by many school administrators!"

But what has this to do with athletic programs? Plenty! Alley⁶ states, "It is curious that athletics, which have such a significant impact upon youngsters, education, the economy, government, the military and even on international relations have been so little studied and poorly understood." Current literature regarding evaluation of athletic programs is sparse at best; yet the athletic program, a significant part of every secondary school program, creates serious discussion among educators today as they face budgetary cutbacks, changing student interests,

⁴William J. Gephart, "Who Will Engage in Curriculum Evaluation?", Educational Leadership, January, 1978, pp. 225-258.

⁵Barbara Hunt, "Who and What are to be Evaluated?", Educational Leadership, January, 1978, pp. 260-263.

⁶Louis E. Alley, "Athletics in Education: The Double-edged Sword", The Phi Delta Kappan, October, 1974, pp. 102-105.

negotiated teacher (and coaching) contracts and inflationary cycles.

Long and others⁷ in a survey compiled by the National Association of Secondary School Principals in 1977, report that interscholastic athletics leads the list of activities most frequently participated-in by students. Sixty-five percent of the students surveyed were presently or had previously participated in interscholastic athletics. Most (84%) of the students surveyed chose to participate for reasons of personal achievement or enjoyment or as an outlet for individual needs and interests.

In the same survey, four out of five student respondents indicate girls should have more opportunity to participate in interscholastic sports.

Principals responding to the survey reported that activity programs in general tended to serve male students with average or above average academic ability the best but failed to serve the non-conformist and the student with low academic ability. Many principals (one-third) reported that average to above-average grade points were required before students earned the privilege of participating. Are athletics good for only some students or should they be open to all who desire a chance to perform? In developing criteria for evaluating the effectiveness of athletic programs, we need to take a serious look at the stated goals (what is the purpose of the sport) and if the goals are consistent with character building, participation in positive group action and allowing personal gain in achievement levels; we then need to ask,

⁷Ruth Long and others, "Student Activities in the Seventies", National Association of Secondary School Principals, Reston, VA., 1977.

are they (athletic programs) open to all students who legitimately desire to participate?

Thieleke⁸ suggests that in the 1980's more students and adults will require more facilities for participating in athletics and recreational activities due to increased leisure time. If the leisure time increases in the late 1980's and early 1990's, our school athletic programs should promote sports that have carry-over value. This prediction coupled with the worthy use of leisure time goal contained in the "Seven Cardinal Principles of Education"⁹ might be one of the criteria used to assess effective athletic programs.

Hunt¹⁰ reveals that it is not a question of should we or should we not evaluate, but rather a question of why, what and whom? If we apply these questions to evaluation of athletic programs, our answer to the why question is to determine program effectiveness; the what - cost, student impact, program goals and objectives; and whom - anybody who has responsibility for the program, athletic directors, coaches and assistant coaches.

These natural answers to natural questions can be used to aid in the development of criteria for the evaluation of athletic programs.

⁸Gene A. Thieleke, "The Pendulum: How Far the Swing?"
National Association of Secondary School Principals, Reston, VA., 1974.

⁹Potter, Op. Cit., p. 478.

¹⁰Hunt, Op. Cit. p. 261.

The American School Board Journal¹¹ reported that most people know when interscholastic high school sports become ugly - when youngsters are killed or carried off the playing fields on stretchers, when parents, fans and coaches "foam at the mouth" in the bleachers and when that supposedly "fun game" disintegrates into mob violence.

And most people know, too, when interscholastic sports programs are bad - when girls are not afforded fair opportunities, when adolescents are exploited by ego-tripping coaches and adult fans and when income-producing sports (football & basketball) are unduly emphasized at the expense of lifelong sports, intra-murals and physical education programs for all students.

But when are interscholastic sports good? And when are they worth all of the money we spend on them? The American School Board Journal¹² gathered the consensus of members of state and national associations of Athletic Directors, officials and coaches to come up with the following nine items.

"Your interscholastic sports program is good:

1. When girls are accorded their fair share of sports opportunities.
2. When the program exists primarily for the players, not for fans or coaches.
3. When it encourages all students to want to be participants, instead of spectators.

¹¹"All About the Real Cost of School Sports Programs and How Not to Get Your Signals Crossed", American School Board Journal, June, 1975 p. 18-19.

¹²"Here's How to Evaluate Your Own Sports Program", American School Board Journal, June, 1975, p. 20.

4. When it holds to the principle that it is just as wrong to say winning isn't anything as it is to say that winning is the only thing.
5. When students have opportunities to learn life-long and individual sports.
6. When it keeps youngsters in school and off the streets - for their sake and that of their local communities.
7. When all students in a school are provided an opportunity to keep physically fit - whether by participating in inter-scholastic, intra-mural or physical education programs.
8. When the athletic program is only one of the many extra-curricular opportunities, and when people in charge recognize that the major currency of schools always has been and always must remain ideas and academics, not flybally and fast-breaks.
9. When coaches teach students to compete with themselves as well as others.

When there is no objective evaluation gathered on an athletic program in a school, then educators cannot objectively answer the question, "Are athletics in your school justifiable and defensible offerings in the total school curriculum?"¹³

Well-organized, professionally-administered and systematically-evaluated athletic programs provide participants with relevant and meaningful learning experiences. By implementing a systematic procedure of evaluation for high school athletic programs, educators could objectively demonstrate to taxpayers the worth and value of this part of the school curriculum.

¹³Ross E. Pilkington, "Half-time Score: Accountability 14 - High School Athletics 0", p. 2, (mimeographed).

Summary and Conclusions From the Review of Literature

In summarizing the findings of this review of program evaluations and evaluations of athletics, the following conclusions are submitted.

1. Interscholastic athletics enjoy a high degree of student participation and cost a great deal of money.
2. Little serious attention has been given to the evaluation of athletic programs.
3. Program evaluation must be systematic, on-going and done for the purpose of improved benefits to the participants.
4. Program evaluation models could be effectively applied to athletics and a list of criteria to be used in the evaluation of athletic programs could be developed.

Chapter III

Display of Data

Some evaluative characteristics of Athletic programs were discussed in Chapter II. To determine what athletic directors and high school principals of Nebraska schools regarded as sound criteria on which to evaluate athletic programs a survey was used to gather the necessary information.

A jury of thirty high school principals and athletic directors was selected to participate in the study. The members of the jury were selected by location and size of school. A cross section of all of the geographic areas of the state was included. Selected schools were from classes A, B, and C as determined by the Nebraska School Activities Association.

Thirty questionnaires were mailed, one to each member of the jury, and twenty-four were returned for an eighty per cent rate of return. Three of the 24 returned questionnaires were not used because the respondents did not complete them correctly. Twenty-one questionnaires, or seventy per cent of the total questionnaires were used in compiling material data for the study.

The questionnaire was divided into four parts (see Appendix B) and was composed of forty-six questions: part one, What Are The Values of Athletics?; part two, What Items Should Be Included In The Evaluation of An Athletic Program?; part three, Who Should Evaluate the Athletic Program?; and part four, How Often Should the Athletic Program Be Evaluated?

Each respondent was asked to rank, in order of preference, the statements he felt applied best to the athletic program evaluation, one being the highest ranking. The value rating was calculated by weighing the responses according to the following scale: in part one, fifteen value points were given to all responses chosen first, fourteen points to all responses chosen second, thirteen points given to all responses chosen third and so on. By adding the total value points for each item the value rating was determined.

Figure 1

Place Values Assigned to Questions for Value Rating Determination

<u>Part I</u>		<u>Part II</u>		<u>Part III</u>		<u>Part IV</u>	
<u>Value Points</u>	<u>Place Chosen</u>	<u>Value Points</u>	<u>Place Chosen</u>	<u>Value Points</u>	<u>Place Chosen</u>	<u>Value Points</u>	<u>Place Chosen</u>
15	1st	15	1st	12	1st	4	1st
14	2nd	14	2nd	11	2nd	3	2nd
13	3rd	13	3rd	10	3rd	2	3rd
12	4th	12	4th	9	4th	1	4th
11	5th	11	5th	8	5th		
10	6th	10	6th	7	6th		
9	7th	9	7th	6	7th		
8	8th	8	8th	5	8th		
7	9th	7	9th	4	9th		
6	10th	6	10th	3	10th		
5	11th	5	11th	2	11th		
4	12th	4	12th	1	12th		
3	13th	3	13th				
2	14th	2	14th				
1	15th	1	15th				

QUESTIONNAIRE RESPONSE TABULATIONS

The first part of the study concentrated on the value of athletics. In the review of literature, much attention was given to these values by coaches, athletic directors and athletes.

The results of this research show that the respondents felt the teaching of self-discipline was the most important value of athletics. Teaching of good sportsmanship and providing the type of athletic program that serves as a source of fun and enjoyment for the student participants ranked second and third respectively. The fourth most important value of athletics according to the jury of experts participating in the study was the teaching of cooperation and teamwork. The teaching of self-reliance was ranked fifth by the respondents.

The low-ranking values according to the results of this study were: athletics should involve a competitive activity whose purpose is victory (thirteenth); providing a means to keep students in school (fourteenth); and providing college scholarships for some students (fifteenth).

While these items and others ranked low in this study it should be noted that many respondents wrote that they felt all of the values were important but since they had to choose a most important and least important, they arranged their choices in the manner displayed in table one.

Part one contained a total of fifteen statements regarding the value of athletics. All of the questions, the value rating and rank are displayed in Table 1 on the following page.

Table I

What Are The Values Of Athletics?

<u>Value Rating</u>	<u>Rank</u>	<u>Statement</u>
264	1	Athletics should help teach self-discipline.
237	2	Athletics should help teach good sportsmanship.
233	3	Athletics should be a source of fun and enjoyment for student participants.
230	4	Athletics should teach cooperation and teamwork.
223	5	Athletics should help teach self-reliance and cooperation.
193	6	Athletics should help teach self-control.
177	7	Athletics should teach the value of sacrifice.
164	8	Athletics should contribute to physical fitness.
147	9	Athletics should teach the value of competition, a life skill.
137	10	Athletics should teach patience.
130	11	Athletics should generate school spirit.
107	12	Athletics should contribute to the "worthy use of leisure time" principle.
94	13	Athletics should involve a competitive activity whose purpose is victory.
82	14	Athletics should keep some students in school.
48	15	Athletics should provide college scholarships for some students.

The second part of the study was concerned with the items that should be included in the evaluation of the athletic program. The over-whelming first choice of the respondents was the goals and objectives of the athletic program and the second choice was personnel.

In this study, personnel referred to the professional personnel involved in the athletic program, coaches and assistant coaches, and not to the student personnel.

Ranking third in importance was the degree to which the values as identified in part one of the study, were being achieved. The respondents ranked the degree of student participation in the athletic program as their fourth most important item to be included in the evaluation of the athletic program. This particular item referred to the per centage of the student body who actually participated in the athletic program.

Athletic facilities ranked fifth in importance as an item to be considered when evaluating the athletic program.

The results of this section indicate that the respondents were concerned with goals and objectives and the personnel who are responsible for carrying out the goals and objectives of the athletic program.

The number of athletic injuries sustained by the student participants, the win-loss record and spectator satisfaction were the lowest rated items of part two, ranking thirteenth, fourteenth and fifteenth respectively.

Table two displays the statements, the value rating and the rank of all items included in the second part of this study.

Table II

What Items Should Be Included
In The
Evaluation Of An Athletic Program?

<u>Value Rating</u>	<u>Rank</u>	<u>Statement</u>
288	1	Goals and objectives of the athletic program.
243	2	Personnel (coaches, assistant coaches)
238	3	The degree to which the values (listed in Part I) of athletics are being achieved.
211	4	Degree of student participation (% of student body participating in the athletic program.)
196	5	Athletic facilities
190	6	Satisfaction of student participants
179	7	Budget
171	8	Equipment
157	9	Equality of programs (balance between boys and girls programs)
154	10	Variety of offerings to students
149	11	Recruitment of players (i.e. Are students actively encouraged to participate in sports programs?)
120	12	Practice schedules
104	13	Number of athletic injuries to participants
62	14	Win-loss record
53	15	Spectator satisfaction.

One of the biggest concerns in the evaluation of people and/or programs relates to the evaluator. Who is going to evaluate? Part three of this study was designed to obtain the answer as to whom the respondents felt was best suited to evaluate the athletic program.

The jury of experts selected the high school athletic directors as their first choice of those individuals or groups who should be responsible for program evaluation as it applies to athletics. The second choice was a committee of student participants, teachers, patrons, school board members, administrators and the athletic director. Ranking third as a choice for the evaluator was the high school principal.

A tie resulted in the items ranked fourth and fifth. The superintendent of schools and the student participants each received the same value rating from the jury of experts.

The three lowest ranking groups, according to the results of this study were the student body, the public (the patrons/taxpayers of the school district) and a committee of college and university coaches and athletic directors in that order.

As a side issue, many of the respondents wrote notes or letters commenting on this part of the questionnaire. Comments were centered around the fact that in most cases athletic directors have had experience as coaches and were more attuned to dealing with athletic matters than other professionals in the school system.

Table three, which may be found on the following page, displays the statements, the value rating and the rank of all items included in part three of this study.

Table III

Who Should Evaluate The Athletic Program?

<u>Value Rating</u>	<u>Rank</u>	<u>Statement</u>
212	1	The high school athletic director
186	2	A committee of student participants, teachers, patrons, school board members, administrators, and athletic directors
176	3	The high school principal
160	4/5	The superintendent of schools
160	4/5	The student participants
156	6	The coaches
128	7	The school board
105	8	The high school faculty
91	9	An external team (impartial observers from outside the school district)
87	10	The student body
78	11	The public (Patrons of the school district-taxpayers)
63	12	A committee of college and university coaches and athletic directors

The fourth and final part of the study was concerned with how often an evaluation of the athletic program should take place.

There were only four choices in this section and the statement selected most often was that evaluation should be on-going and continuous. The second choice was that each sport should be evaluated at the end of its regular season.

The statements, the value rating and rank for part four are displayed in table four at the bottom of this page.

Table IV

How Often Should The Athletic Program Be Evaluated?

<u>Value Rating</u>	<u>Rank</u>	<u>Statement</u>
83	1	Evaluation should be on-going and continuous.
64	2	Each sport should be evaluated at the end of its regular season.
42	3	Once a year.
21	4	Once every two years.

Chapter IV

Summary, Conclusions, and Recommendations

This study was conducted for the purposes of determining what some of the criteria should be for evaluating the athletic program in the Elkhorn, Nebraska Public Schools.

A review of the current literature was conducted, and a questionnaire was sent to a jury of thirty Nebraska high school principals and athletic directors to determine if there was agreement between what the experts revealed in the review of related literature and the practioners responded to in the questionnaire.

A final analysis of this study shows many similarities between what the experts suggest as important criteria for the evaluation and what the practioner rates as important criteria.

The following general statements are derived from the study:

1. The value of the athletic program was seen in terms of its ability to promote self-discipline, teach good sportsmanship, serve as a source of fun and enjoyment for students and promote cooperation and teamwork. The respondents believed that the program was less responsible for the purpose of providing college scholarships, keeping students in school or involving an activity only for the purpose of victory.
2. Evaluation of the goals and objectives of the athletic program was a key factor followed very closely by evaluation of personnel and the degree of student participation.
3. The athletic director was the person seen as most responsible

for evaluating the athletic program, followed by a committee of participants, patrons, board members and administrators and teachers.

4. Evaluations should be on-going and continuous.

Concluding Statement

Athletic programs should be conducted according to a set of goals and objectives. These objectives need to take into consideration the teaching of self-discipline, cooperation, good sportsmanship and self-reliance while serving as a source of fun and enjoyment for the student participants.

The athletic program should be evaluated on its goals and objectives on a regular on-going basis by the athletic director. Personnel (coaches and assistants) need to be evaluated on the same regular basis by the athletic director.

Recommendations

The athletic director of the Elkhorn Public School System, in cooperation with coaches, faculty, students and patrons should develop a set of goals and objectives for the athletic program. This research indicates that the goals and objectives should be based on such values as the teaching of self-discipline, and good sportsmanship, and should be designed as a source of enjoyment for the student participants.

Regular, on-going evaluations should be planned and carried out to be certain that the program and personnel are meeting the desired objectives.

APPENDIXES

Information regarding the criteria for the evaluation of athletic programs is being gathered as part of a field study being conducted in cooperation with the University of Nebraska-Omaha.

In order to gather the basic data for the project it is necessary to submit a questionnaire to a jury of selected High School Principals and Athletic Directors. You have been chosen as one of the 30 experts to participate in this study.

The questionnaire is designed to gather your opinion regarding your ranking of items to be used in evaluating athletic programs. Those items displaying a high degree of agreement from members of the jury will be used to help establish criteria suitable for the evaluation of high school athletic programs.

Your prompt and thorough consideration will be very much appreciated.

Sincerely,

Larry L. Dlugosh
Assistant Superintendent

LLD/js
Enc.

QUESTIONNAIRE

The following questionnaire contains four parts:

- Part I What are the values of Athletics?
- Part II What items should be included in the
 evaluation of athletic programs?
- Part III Who should evaluate athletic programs?
- Part IV How often should athletic programs be evaluated?

I. What are the values of athletics?

(Please rank the following items in order from 1 - 15,
with number 1 being the highest.)

- | | <u>Order</u> |
|---|--------------|
| a. Athletics should be a source of fun and enjoyment
for student participants. | _____ |
| b. Athletics should contribute to physical fitness. | _____ |
| c. Athletics should help teach self-discipline. | _____ |
| d. Athletics should help teach good sportsmanship. | _____ |
| e. Athletics should generate school spirit. | _____ |
| f. Athletics should help teach self reliance and
cooperation. | _____ |
| g. Athletics should provide college scholarships
for some students. | _____ |
| h. Athletics should keep some students in school. | _____ |
| i. Athletics should help teach self-control. | _____ |
| j. Athletics should involve a competitive activity
whose purpose is victory. | _____ |
| k. Athletics should teach cooperation and teamwork. | _____ |
| l. Athletics should teach patience. | _____ |
| m. Athletics should teach the value of sacrifice. | _____ |
| n. Athletics should contribute to the "worthy use
of leisure time" principle. | _____ |
| o. Athletics should teach the value of competition,
a life skill. | _____ |

II. What items should be included in the evaluation of an athletic program?

(Please rank the following items in order of importance from 1-15 with number 1 being the highest.)

	<u>Order</u>
a. Athletic facilities	_____
b. Budget	_____
c. Personnel (coaches, assistant coaches)	_____
d. Goals and objectives of the athletic program	_____
e. Equipment	_____
f. Practice schedules	_____
g. Recruitment of players (i.e. Are students actively encouraged to participate in sports programs?)	_____
h. Variety of offerings to students	_____
i. Equality of programs (balance between boys and girls programs)	_____
j. Win-loss record	_____
k. Satisfaction of student participants	_____
l. Spectator satisfaction.	_____
m. Number of athletic injuries to participants.	_____
n. Degree of student participation (% of student body participating in the athletic program.)	_____
o. The degree to which the values (listed in Part I) of athletics are being achieved.	_____

III. Who should evaluate the athletic program?

(Please rank the following items in order from 1-12 with number 1 being the highest.)

- | | <u>Order</u> |
|---|--------------|
| a. The high school principal | _____ |
| b. The high school athletic director | _____ |
| c. The superintendent of schools | _____ |
| d. The school board | _____ |
| e. The high school faculty | _____ |
| f. Student participants | _____ |
| g. The student body | _____ |
| h. The public (Patrons of the school district - taxpayers) | _____ |
| i. A committee of student participants, teachers, patrons, school board members, administrators and athletic directors. | _____ |
| j. Coaches | _____ |
| k. An external team (impartial observers from outside the school district) | _____ |
| l. A committee of college and university coaches and athletic directors. | _____ |

IV. How often should the athletic program be evaluated?

(Please rank the following items in order of importance from 1 - 4 with number 1 being the highest.)

- | | <u>Order</u> |
|---|--------------|
| a. Once a year | _____ |
| b. Each sport should be evaluated at the end of its regular season. | _____ |
| c. Evaluation should be on-going and continuous. | _____ |
| d. Once every two years. | _____ |

LIST OF FIGURES

Figure

1. Place Values Assigned to Questions for Value Rating
Determination. 16

LIST OF TABLES

Table

1. What Are The Values Of Athletics?	18
2. What Items Should Be Included In The Evaluation Of An Athletic Program?	20
3. Who Should Evaluate The Athletic Program?	22
4. How Often Should The Athletic Program Be Evaluated? . .	23

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BIBLIOGRAPHY

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